

UNIT II

HUMAN RELATIONS

To be successful and effective, a school bus driver cannot simply master driving skills. The bus driver must interact positively with students, parents, school staff, fellow drivers, and the general public. Therefore, good human relation skills are essential.

2.1 GENERAL RESPONSIBILITIES

A driver must be professional and courteous in all dealings with others.

2.2 THE SCHOOL BUS IS AN EXTENSION OF THE CLASSROOM

The school bus driver must model appropriate behavior at all times. It is expected that the students will behave according to the rules of classroom behavior. The bus driver must enforce the rules as set forth by the school district.

2.3 THE SCHOOL BUS DRIVER CAN HELP TO SET THE TONE ON THE BUS

The school bus driver is often the first and last daily contact a student has with an adult other than teachers and parents. Therefore the driver can have a big impact on the kind of day a student has. Drivers should strive to set a positive tone for the students. Learn the student's names and greet them with a smile!

2.4 STUDENT BEHAVIOR MANAGEMENT

A. Students want and deserve:

1. Consistent boundaries and rules
2. To be treated with respect
3. To be recognized for their good behavior
4. To not be embarrassed in front of their peers
5. To be liked by others
6. To be treated as an individual.
7. Honesty

B. Techniques

1. Communicate effectively:
 - a. Make eye contact
 - b. Keep voice calm and steady
 - c. Keep instructions simple
 - d. Use neutral body language; do not provoke
2. Know the statutory regulations about student behavior on the bus
3. Explain the rules to the students at the beginning of the school year and again throughout the year
4. Do not threaten a student. Never give a consequence you cannot enforce
5. Keep instructions positive
6. Stop the bus in a safe location if the student behavior is too distracting
7. The bus driver may never kick a student off the bus. Follow school district procedures for suspension of bus riding privileges

2.5 INTERPERSONAL SKILLS

- A. School personnel and management:
 - 1. Respect other people's positions and responsibilities
 - 2. Be supportive – avoid criticizing other school staff to students, parents and the public
 - 3. Complete all required reports promptly, including:
 - a. Discipline reports
 - b. Hazardous conditions
 - c. Collisions
 - d. Stop arm violations
- B. Parents:
 - 1. Parents have a right to expect a safe and harassment/bullying free trip to and from school for their child.
 - 2. The driver must create a feeling of security in the mind of the parent by establishing and maintaining safe driving procedures and effective student management.
 - 3. Parents expect the bus to run on time.
 - 4. Guideline for conversations with parents:
 - a. Never argue with a parent.
 - b. Stay calm. Do not lose your temper.
 - c. Ask the parent to contact the school to discuss ongoing issues.
 - d. If a driver has a good rapport with parents he/she will have better cooperation with enforcing the bus rules.
- C. Community:
 - 1. The school bus driver is the "face" of the school district and/or their company to the general public.
 - 2. The bus driver can create a favorable image of the school district and/or their company by being safe and courteous.

2.6 BULLYING AND HARASSMENT

School bus drivers must provide an environment free from violence, bullying, and racial, religious, or sexual harassment. Religious, racial, and sexual harassment defined:

- A. Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; and/or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- B. Racial harassment consists of physical or verbal conduct which is related to a person's race when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; and/or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.

- C. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - 1. submission to that conduct or communication is made a long-term condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining education; or
 - 2. submission to, or rejection of, that conduct or communication is used as a factor in decisions affecting the individual's employment or education; or
 - 3. that conduct or communication has the effect of substantially or unreasonably interfering with an individual's employment or education, or creating and intimidating, hostile, or offensive environment.
- D. Sexual harassment may include, but is not limited to:
 - 1. unwelcome verbal harassment or abuse;
 - 2. unwelcome pressure for sexual activity;
 - 3. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers or other school personnel to avoid physical harm to persons or property;
 - 4. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's status;
 - 5. unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt promises of preferential treatment;
 - 6. unwelcome behavior or words directed at an individual because of gender; and
 - 7. inappropriate jokes of a sexual nature.
- E. Any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause, or is perceived as causing, distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows, or should know, has the effect of:
 - 1. harming a student;
 - 2. damaging a student's property;
 - 3. placing a student in unreasonable fear to his or her person or property; or
 - 4. creating a hostile or intimidating educational environment for a student.

2.7 STUDENT BEHAVIOR MANAGEMENT POLICIES

- A. The school bus driver is responsible for the safety and supervision of students on the bus.
- B. Rules must be enforced according to School District policies.
- C. The rules should be posted in the bus and the driver must explain the rules to the students.
- D. The school bus driver must clearly state what safe riding behavior is and describe consequences for unsafe riding behavior.

2.8 INCIDENTS OF MISCONDUCT

Incidents of serious misconduct must be documented and reported to the proper authorities (MN Stat. 169.4582).

SAMPLE SCHOOL BUS DISCIPLINE POLICY Behavior Guidelines and Consequences

Class 1 Offenses

1. Spitting
2. Excessive noise
3. Horseplay
4. Eating and drinking on bus
5. Standing
6. Profanity, verbal abuse
7. Prohibited objects
8. Other offenses

Class 2 Offenses

1. Hanging out the windows
2. Throwing of any object
3. Physical aggression
4. Use of tobacco or controlled substance
5. Vandalism to bus
6. Holding onto or touching exterior of bus
7. Lighting of matches or incendiary device
8. Tampering with or using emergency exits unless in an emergency or drill
9. Other serious offenses

SAMPLE CONSEQUENCES

	1st Offense	2nd Offense	3rd Offense	4th Offense
<u>Class 1</u>	Warning or 1-5 day suspension	Warning or 1-5 day suspension	5-10 day suspension	10 day minimum suspension; possible loss of all bus privileges
<u>Class 2</u>	5 day suspension	5-10 day suspension	10 day minimum suspension; possible loss of all bus privileges	Loss of bus privileges

2.9 HOW WELL DO YOU RELATE TO OTHERS?

- A. Do I provide a secure environment for all students by discouraging verbal and physical harassment?
- B. Am I a team player?
- C. Do I attend and participate in meetings?
- D. Do I seek to improve my skill in driving and managing students?
- E. Do I know the school officials in my district?
- F. Do I know the key personnel to contact when needed?
- G. Am I proud of my record as a school bus driver?
- H. Am I courteous and professional towards my fellow drivers?
- I. Am I familiar with student discipline policies and do I report students for unsafe riding behavior?
- J. Am I sensitive to students with special needs and disabilities?
- K. Am I dressed professionally?
- L. Do I enjoy my job?
- M. Reward good behavior